Tamkeen

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TAMKEEN Impact Assessment Workshop:
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Tamkeen Impact Assessment Workshop
Pre-Workshop Questionnaire

Please answer the questions to reflect your opinion, your knowledge, and specific expectations of this workshop. There are no right or wrong answers. It does not matter if you check "DK" or "I have no idea." Even though the workshop is already planned, your responses will help me come as close as possible to meet your expectations as I provide more training to fill in any gaps. No one will see or review these responses except me. If I use these data in my report, they will be reported in aggregate. If an item does not apply to you, please put NA next to it.

1. **What do you expect to be able to do with the skills you learn here? Mark the three most applicable responses.**

   Also, mark these three uses by order of their importance and relevance to you and your work. Indicate order by placing the number "1" next to the most important use of these skills, and "3" next to the least important use of these skills.

   I expect the skills that I learn in this workshop to help me…

   a. Understand evaluation reports when I read them
   b. Start a business to conduct evaluations
   c. Design evaluation plans for others
   d. Develop goals for my program that are measurable
   e. Write concisely as a professional
   f. Evaluate projects to measure impact
   g. Evaluate projects to improve on new ones
   h. Other (specify)_____

2. **What do you expect to learn about? Mark ALL that apply.**
   a. Statistical methods
   b. Evaluation theory/design
   c. Evaluation tools
   d. Monitoring techniques
   e. Questionnaire design
   f. No idea
   g. All of the above
   h. Other topics (specify) _____

3. **Why did you apply to participate in this workshop?**
   a. My employer sent me
   b. The contract with Tamkeen requires my attendance here
   c. I can get educational credit for this workshop for a degree I am pursuing
   d. It counts toward certification
   e. I will learn to evaluate the Tamkeen-funded projects—that we currently don't know how
   f. I will be evaluating projects in my new job and I don't know how
   g. Tamkeen wants us to learn about evaluation even though we already know how
   h. Other (specify) _____

4. **What teaching methods do you expect will be used in the Workshop most of the time?**
    a. Structured lecture
    b. Independent individual work
    c. Independent small group exercises
    d. Controlled large group exercises
    e. A lot of interaction among the participants
    f. A lot of interaction among the participants and the trainer
    g. A lot of opportunity to ask questions

5. **When do you think you will be applying the knowledge you will gain here**…

    a. Right away
    b. In 3-6 months
    c. In 6-12 months
    d. Don't know

6. **If you did not circle (a) to Question 5 above, do you think you will be able to remember, or retain, the skills what you will have learned?**

    a. Yes
    b. No
    c. I hope so

7. **Have you heard of the Logic Model?**

    a. Yes
    b. No (Skip to Q. 10)
    c. Not sure

8. **Have you used the Logic Model?**

    a. Yes
    b. No

9. **Have you used the Logic Model for…**
    a. Planning Yes_____ No_____
    b. Management Yes_____ No_____
    c. Evaluation Yes_____ No_____

10. **Have you conducted program evaluations in the past?**

    a. Yes
    b. No
    c. Not sure

11. **If yes, how many evaluations have you conducted? _____**

12. In your opinion, what is the most difficult thing(s) to do in evaluation?

_____
_____
_____
_____

13. To what degree to you agree or disagree with the following statements? (Ok to be honest ☺) We will only report a cumulative score. No individual responses can possibly be identified,

    a. Evaluation is basically a waste of time, but it is a requirement, so we have to do it.

        i. Strongly agree
        ii. Agree
        iii. Disagree
        iv. Strongly disagree
        v. No opinion

    b. The lessons we learn from evaluation are intuitive; we all know them already.

        i. Strongly agree
        ii. Agree
        iii. Disagree
        iv. Strongly disagree
        v. No opinion

    c. Reports about data gathered from evaluations usually sit on somebody's shelf; rarely are they used to benefit another project.

        i. Strongly agree
        ii. Agree
        iii. Disagree
        iv. Strongly disagree
        v. No opinion

    d. Funds applied to evaluation wastes resources that can be used for providing services

        i. Strongly agree
        ii. Agree
        iii. Disagree
        iv. Strongly disagree
        v. No opinion

e. We have a number of local evaluators who can conduct such workshops. USAID should hire them instead of spending their money bringing US trainers to train us.

   i. Strongly agree
   ii. Agree
   iii. Disagree
   iv. Strongly disagree
   v. No opinion

f. Evaluation should be conducted not simply to prove that a project worked, but also to improve the way it works

   i. Strongly agree
   ii. Agree
   iii. Disagree
   iv. Strongly disagree
   v. No opinion

14. My knowledge <u>today</u> of evaluation research is:
    a. Poor
    b. Average
    c. Good
    d. Excellent
    e. Not sure/don't know

15. What other benefits do you expect to get? Please explain.

_____
_____
_____
_____

Thank you for your input

Let's have some fun
And evaluate it

IMPACT ASSESSMENT
TAMKEEN

WORKSHOP SCHEDULE

March 21-March 23

Day	Session	Time
Day 1 AM	Welcome and Introductions Ready, Set, Evaluate Pre-Workshop Questionnaire	30 minutes
	Overview of Evaluation Why Evaluate	30 minutes
	Types of Evaluations	30 minutes
	Examples of Types of Evaluations	
	Monitoring	30 minutes
	General Research Designs	30 minutes
PM	Types of Data and Data Collection ♦ Quantitative ♦ Qualitative	2 hours
Day 2 AM	Elements of the Logic Model ♦ Inputs ♦ Activities and Services ♦ Outputs ♦ Outcomes ♦ Impact ♦ Situation ♦ External Factors	3 hours
PM	Indicators and Measures ♦ Language We use ♦ Introduction to Indicators ♦ Writing Goals	2 hours
Day 3	Planning for Evaluation	1 hour
AM	Preparing Reports	1 hour
	Dissemination of Findings	30 minutes
PM	Final Exercise	1-2 hours
	Limitations and Difficulties/issues People Face in Conducting Evaluations	30 minutes
	Evaluate the workshop Post questionnaire and Discussion	30 minutes
	Summary of the Workshop	15 minutes
	Next Steps	

Impact Assessment Training Workshop

Elham-Eid Alldredge, Ph.D.

What Are the Benefits of Evaluation?

Evaluation enables a program to report on its value and outcomes/impact

- **Research**
- **Contractual**
- **Administrative**

Research

- **Documenting a program's experience in valid terms informs other programs attempting to resolve a *similar problem* or considering a *similar approach*.**

- **Future programs will utilize strategies that proved successful in prior studies, and avoid potential pitfalls saving valuable human and financial resources.**

- *Note: The successful communication of evaluation results continues to be a challenge. Evaluation results are sometimes considered sensitive material, or proprietary information thus interfering with the necessary information flow. It is, however, an issue that is being discussed and there are several attempts to overcome it.*

Contractual

- Demonstrate the extent to which the proposed goal(s) have been achieved by reporting on the indicators contributing to that goal
- Report the extent to which the proposed activities were carried out successfully. Describe and analyze the factors contributing to the program's inability to complete or perform planned activities
- Demonstrate fulfillment of contractual requirements
- Inform future donor decisions on similar projects and approaches

Administrative

- Managers receive periodic reports in terms of performance measures, reports to inform decisions regarding changes in procedures or approach.

- In case of multiple sites, the manager distributes information from each site to all sites. Benefits of evaluation “in process” include avoiding duplication of efforts, learning and building on each others’ experiences, partnering to resolve one issue, avoiding a problem by learning of its negative consequences when attempted at a different site.

- Managers receive and distribute information to maintain a level of conformity among sites. This makes it possible to report on data from all sites for the evaluation instead of reporting on each site separately. Site-based results will be based on small numbers (i.e. recipients on each site) and cannot be generalized. The utility of the data to the public and other studies becomes quite limited.

Types of Evaluations

- **Formative -** (interim) intended to generate information that can be used by program decision makers themselves to refine and improve the program on an ongoing basis from an early stage.
- **Summative -** (final) intended to judge final product—rarely used to modify or improve -- mostly used by organizations to justify further spending
- **Process -** intended to document and analyze the way the program works in practice, to identify and understand important influences on its operation and achievements.
- **Outcome -** benefits to the participants of the program
- **Impact -** determine if there was a measurable difference in the life of individuals, the home, the school, the community, etc. -- something we can report on -- sometimes in the social sciences we cannot always measure the impact a program has made.

Example of Types of Evaluation

Think of the work you did when you were in high school. You did the same worksheets as class work, as homework, as a class quiz, and a final exam. In all cases you answered questions or solved math problems that were comparable—what was different?

The difference is the goal/meaning of that exercise: if it's just class work or is it a quiz—basically "What is the teacher going to do with the results? Where are the results going – just to mom and dad... in the grade book under class work… or under tests?

The teacher's goal was to evaluate your performance and ensure that your knowledge of the subject is advancing—and it will by the end of the year have advanced "one-year's worth" of math or English, or history, etc. What is one year's worth of material? It is usually the book(s), or the list of topics and subtopics assigned by the school to this class.

In our world, all this translates into what type of evaluation?

Example of Types of Evaluation, Continued (1)

The answer lies in what we do with the data—do they feed back into project management? To the donor? To the research community? To the project field? (agriculture, education, social services, etc.)

Another indicator is the consequences of a good/bad evaluation- what's at stake? Will the contractor get a slap on the wrist? Will money be taken away? Will they lose their bid for another year on the project? Or will they use the data in planning next year's project?

All these factors define your role as "an ally" or "an enemy." Your role will shape your interactions and the level of trust, and the quality of the data you will be able to collect---Namely, how high and thick will the walls be when you go out to ask questions and interview people? What data are made available, and what data do you have to extract from staff and managers alike? You are the outsider, the intruder upon the turf of another… no one has to date bought the fact that outside evaluators are there to help!!!

Example of Types of Evaluation, Continued (2)

Formative Evaluation

So when you work in class and the teacher comes around and looks at your work and says *"good, you got it"* or he says, *"look, if you put this here, you'll get the answer quicker."* She is in fact evaluating your work. This type is called formative (think of it as in-*formative*). This type of evaluation, though rarely used, has a very tight feedback loop. The evaluator reports to management and not to a third party outside the organization, even if the evaluator is hired by a third party.

Now, remember that in this situation the teacher is the manager and the "internal evaluator" unless she has an assistant who is going around and looking at the children's work and giving them feedback. Fifteen minutes into her tour checking students' work, she notices a common mistake. So she says: "*everyone stop, eyes over here." I am seeing too many of you making the same mistake, let's learn how to solve these problems without getting trapped like that. Here's the trick…"* So based on her observation, she made the decision to change. In real life, this decision will be documented by the data reflecting the mishaps (in this case the repetitive mistakes made by students).

Example of Types of Evaluation, Continued (3)

Formative Evaluation, continued

The test for formative evaluation is that the results stay within the management team.

What is he/she going to do with the information she saw in her tour around the class? *Help the students* and *gain feedback on the impact of her lesson* on *their understanding* which is the goal of the activity.

Will this info go in her grade book? *NO!*
Will it appear on your report card? *NO!*

Sometimes "content area" specialists are used to provide this type of feedback, but without a good sense of how to capture monitoring or outcome data. Few non-evaluators will have the right skills to setup a monitoring system to capture the data needed to provide meaningful feedback to inform decisions about a project.

Example of Types of Evaluation, Continued (4)

Summative Evaluation

This is your Final Exam. You pass or fail. No mercy! This can also be called *outcome/impact* evaluation with an assumption that the school and teachers were the only factors that influenced your abilities during this year. You only have that final letter (A or B) to reflect your capabilities.

Process Evaluation

This school does not approve of the concluding statement above. They do not believe that the data from one year of work, should be overshadowed by that one letter grade; the result of two or three hours of testing. They believe it is only a part of what has occurred throughout the year. Process evaluators want to study the process. A process evaluator would observe classes, review the books, interview students, and look at classroom participation in extracurricular activities, etc. They want to understand what really influenced the grade.

Outcome Evaluation

Being promoted to the next grade or not, is the observable outcome/impact for the year.

Impact Evaluation

Graduating is what they work towards for all their school years. Being promoted every grade is like "little" impacts for the final impact which is graduating.

Monitoring Data

This is a very brief description of monitoring to show how it relates to evaluation.

- Monitoring data collection is usually part of the planning and the implementation of a project. For each project goal, the evaluator will ensure that all data that will be needed to answer questions about that goal will be available to the evaluator.
- These data must be collected on an ongoing basis -- usually periodically -- during the life of the project and on all aspects of the project: For example: daily attendance, utility of a center, time of arrival, departure, documentation of site visits to a school, meeting notes, police report...etc.
- Such data have to be collected there and then and continuously; they cannot be reproduced at a later time. The evaluator receives these data and analyzes the information to answer specific questions -- Monitoring data are usually requested by an evaluation team at the planning stage via a PMP (Performance Monitoring Plan) -- that is designed by evaluators to ensure that staff collects all data needed for evaluation professionals to conduct a thorough evaluation of all the required aspects of the project.
- Monitoring provides managers with information needed to: analyze the current situation, identify problems, discover trends and patterns, keep the project activities on schedule, measure progress towards goals, make decisions about resources.
- Monitoring can be carried out through field visits, review of service delivery and other reports, and management information systems (MIS)
- Project staff usually carries out the first level of monitoring. Depending on the complexity of the project, supervisors monitor their tasks, and the project manager/director monitors all aspects of the project.

Example

A project has established a career center to counsel unemployed community members, provide aptitude testing and placement in the various fields at various levels. Now, what monitoring data would the evaluator request that the counselors and the center manager collect?

It's the variables that we just mentioned: number of beneficiaries, number and type of tests, level and field of placements vs. the attempts, the name and field of the employer, type, etc.)

These data will tell us now how the center performed in the first month, the second month, and so on: who responded, who was absent—did women not visit, was it young men, or was it hi-tech persons? As a result, what activities were documented to have taken place to encourage these groups and respond to their concerns? Was that successful?

If documented, what activities did the managers initiate in response to poor participation—for example—by a specific industry—and how effective was that activity in increasing participation and how the managers responded to the these data—for example, they may have initiated an incentive program to encourage participation? Did recruitment increase as a result?

Research Designs for Evaluation

- **This is a very complex topic and I am only mentioning it here to help you understand what designs were used in the projects you might be evaluation, as well as to help you when you read other research.**

Choices of groups to be measured

- Experimental group only
- Experimental group and a true (randomly assigned) control group
- Experimental group and a non-equivalent (non-randomly assigned control group)

Timing of measurement

- Pre-test and post-test (baseline and final evaluation)
- Post-test only (final evaluation only)
- Time series (several measurements)

Vocabulary and symbols for research design

- Observation = O
- Intervention or program being tested = X
- Experimental (project) group = E
- Control (comparison) group = C

Various Designs

- No control group (the most common)
  - No baseline
  - Baseline and final data collection
- With control group
  - No baseline
  - Baseline and final data collection
- Time series
  - Baseline
  - Several measurements

Quantitative Data And Methods

- Quantitative data are data that can be analyzed using measures and techniques that can summarize and describe information into usable numbers (percentages, ratios, rates, means, averages, ranges). These summary and descriptive measures are also called statistics.

- Statistics can condense attitudes, knowledge and behavior of people in summary numbers that can be easily understood, remembered and used as a basis for **making decisions, setting baselines, and evaluating projects.** While the aim of statistics is to help make numbers more manageable, poor data or data of low quality cannot be saved using statistics.

  "He uses statistics like a drunken man uses a lamp post, more for support than for illumination." Andrew Lang

- Common examples of quantitative data sources are:
  - Census
  - Surveys
  - Observation records
  - Attendance numbers
  - Pre- and post tests

What is a survey?

- A survey is a method of collecting information directly from people about their feelings, motivations, attitudes, plans, beliefs, behaviors, and their background
- Surveys are usually conducted using an instrument, such as a questionnaire or an observation checklist
- Quantitative surveys use specially designed questionnaires for which the range of answers is known in advance. This is not to say that questionnaires do not use “other” which results in qualitative-type data.
- Surveys can be used for ***BASELINE*** and ***EVALUATION*** data collection which allows quantifying the IMPACT of a project

What does a survey do?

- Provides scale and scope of behaviors, attitudes, and knowledge.
- Obtains precise, statistical answers to defined questions
- Obtains quantifiable information that can be extrapolated, generalized
- Collects information for a large population giving precise estimates

Qualitative Data

- Qualitative data describe the *quality* of project activities and outcomes
- Qualitative data are data that provide information best described in words (as opposed to numbers like quantitative data)
- Qualitative data can still report on numbers, but the numbers are usually small and not representative of any group outside the group being studied. For example, we can report on the number of attendees at a workshop, the proportion of students who pass a test, etc.
- Qualitative data include descriptions of situations, events, people, interactions and observed behaviors, direct quotes from people, and so on
- Qualitative data are used to answer the question “why?” (While quantitative data answer the question “how many?”)

Qualitative Data, continued

- They are aimed at producing lessons learned
- They help understand what is going on
- They are aimed at understanding the internal dynamics of projects and their activities
- They provide depth; they add description as to why things are the way they are

Qualitative Data Collection

- Qualitative interviews (in-depth, structured and semi-structured)
- Semi-structured interviews. These use open-ended questionnaires which lists the specific questions to be asked
- Group Interviews
- Focus group interviews. These differ from group interviews
- Observation (participant observation where interviewer lives with the subjects and non-participant observation using an observation guide or checklist)
- Document reviews (project materials, annual reports, newspaper articles)

Methods of Qualitative Data Analysis

- Text coding
- Coding of open-ended data (creating categories)
- Content analysis is the most common methodology used – manual analysis
- Content analysis using computer programs such as Atlas
- Biggest issue is reliability of data (2 people examining qualitative data may come up with different findings)

Elements of the Logic Model, a Tool for Evaluation

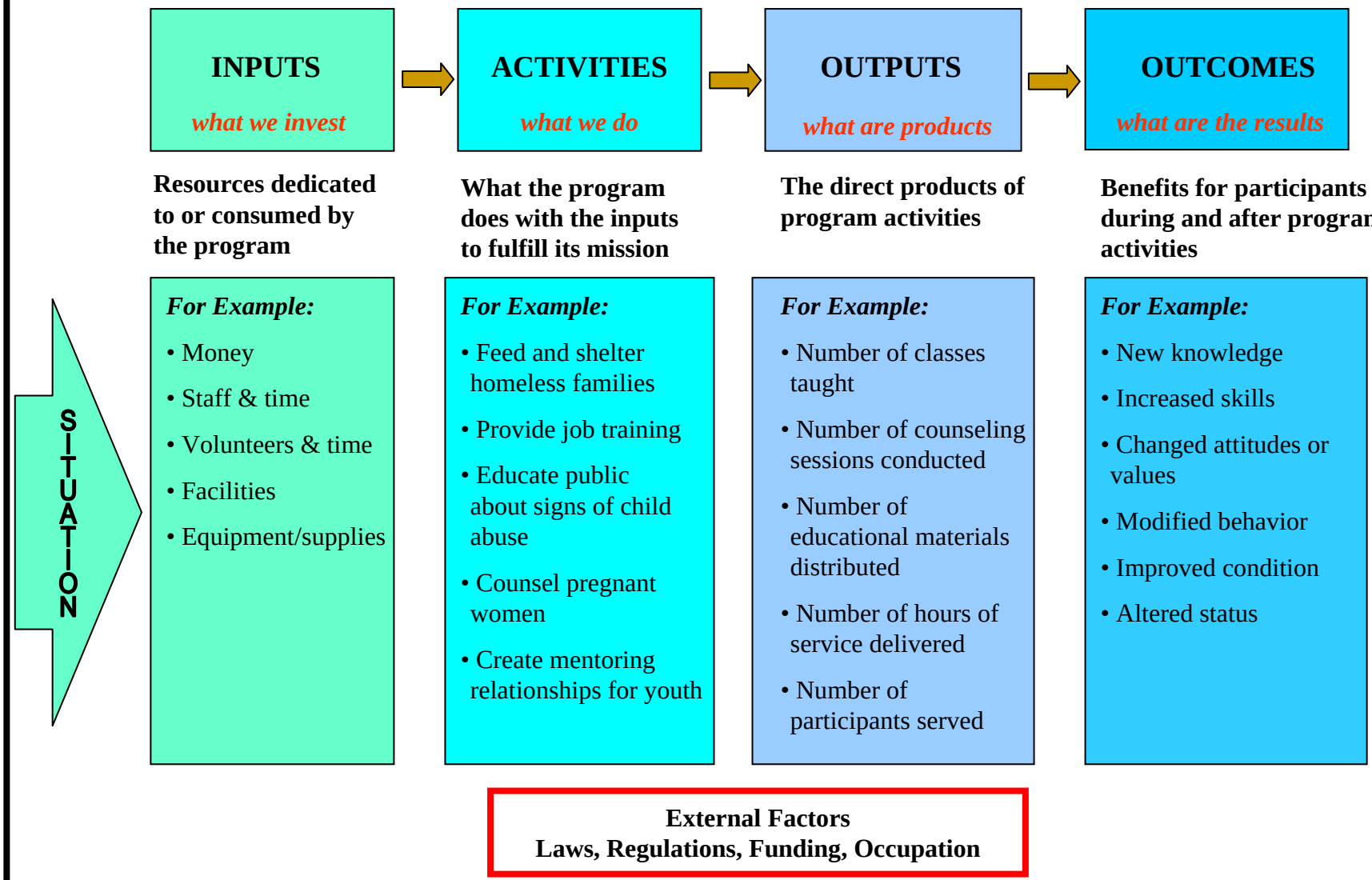
- **Inputs** are resources a program uses to achieve program objectives. Examples are staff, volunteers, facilities, equipment, curricula, and money. A program uses inputs to support activities.

- **Activities** are what a program does with its inputs-the services it provides-to fulfill its mission. Examples are sheltering homeless families, educating the public about signs of child abuse, and providing adult mentors for youth. Project activities result in outputs. Many researchers separate activities and services.

- **Outputs** are products of a program's activities, such as the number of meals provided, classes taught, brochures distributed, or participants served. Another term for "outputs" is "units" of service." A program's outputs should produce desired outcomes for the program's participants.

- **Outcomes** are benefits for participants during or after their involvement with a program. Outcomes may relate to knowledge, skill, attitude, values, behavior, condition, or status. Examples of outcomes include greater knowledge of nutritional needs, improved reading skills, more effective responses to conflict, getting a job, and having greater financial stability.

Summary of Program Outcome Model



Other Elements of the Logic Model Situation

- **Situation** is the foundation for logic model development. The problem or issue that the program is to address sits within a setting or situation--a complex of sociopolitical, environmental, and economic conditions. If you incorrectly understand the situation and misdiagnose the problem, everything that follows is likely to be wrong.
- Take time to understand the situation and carefully define the problem. This may be the **MOST** important step. Create a statement that answers the following questions:
- What is the problem/issue? (E.g. youth are poorly equipped to enter the job market)
- Why is this a problem? (What causes the problem?)
- For whom does this problem exist? (Individuals, households, group, community, society in general)
- Who has a stake in the problem? (Who cares whether it is resolved or not?)
- What do we know about the problem/issue/people that are involved? What research, experience do we have? What do existing research and experience say?
- Create a succinct but thorough statement that answers the above questions. This statement is the foundation of your logic model.

Example

Model County Tobacco-Free Coalition is increasingly concerned about the unhealthy work environments for county youth. A recent Chamber of Commerce study showed 75% of county youth with part-time and summer jobs work in the service industry, mainly in restaurants where youth workers are exposed to cigarette smoke. Ten percent of the county's restaurants (non-bars) and 75% of fast-food establishments are voluntarily smoke-free. Research suggests that smoking bans and restrictions in public places not only reduce environmental tobacco smoke exposure but also are associated with lower youth smoking rates and delayed onset of smoking.

Notes

- Avoid the trap of assuming that you know what causes the problem. Often the result is that we analyze "symptoms" rather than get to the root cause of problems.

- Avoid the trap of defining the problem as a need for a program/service; for example, "communities need leadership training"; "teens need employment training"; "agency staff need to learn about outcome measurement." This practice results in circular reasoning: provision of the program/service rather than delving into whether the program/service made a difference.

External Factors

- The environment in which the program exists includes a variety of external factors that can influence the program's success.
- External factors include the cultural milieu, the climate, economic structure, housing patterns, demographic patterns, political environment, background and experiences of program participants, media influence, changing policies and priorities.
- These external factors may have a major influence on the achievement of outcomes. We can't ignore them! They may affect a variety of things including the following:
  - Program implementation
  - Participants and recipients
  - The speed and degree to which change occurs
  - Staffing patterns and resources available
- These factors interact with the program. They not only influence the initiative but also are influenced by the initiative. A program does not sit in isolation - somehow "outside" or "apart" from its surrounding environment. A program is affected by and affects these external factors.
- The **external factors** include the conditions that influence program success, over which the program has relatively little control.

External Factors, Continued

Examples of external factors: Political environment, economy, climate, cultural milieu, history, biophysical environment, price structure, global markets, demographic patterns, resources.

- You need to assess what external factors are likely to influence the program's ability to achieve expected results--When? How?
  - What can you manipulate?
  - What risk management strategies or contingency plans do you need to put into place?
- What factor(s) is the program likely to interact with and potentially have an influence on? How might these dynamics affect program implementation and outcomes?
- Some people use the term **environment** to remind us that programs exist within--are affected by and influence--an environment that functions as a complex system of unlimited potential causes and effects. In our logic model conceptualization, all components may be embedded in a surrounding environment.

Levels of Outcomes

Various sources recognize different numbers of outcome levels and call them by different terms; the real issue of course is the hierarchy of logically related changes or benefits.

- **Initial outcomes** are the first benefits or changes participants experience and are the ones most closely related to and influenced by the program's outputs. Often, initial outcomes are changes in participant's knowledge, attitudes, or skills. They are not ends in themselves, and may not be especially meaningful in terms of the quality of the participants' lives. However, they are necessary steps toward the desired ends, and therefore are important as indicators of participants' progress towards those ends.

- **Intermediate outcomes** link a program's initial outcomes to the longer-term outcomes it desires for participants. Often, they are changes in behavior that result from the new knowledge, attitude, or skills.

- **Longer-term outcomes** are the ultimate outcomes a program desires to achieve for its participants. They represent meaningful changes for participants, often in their condition or status. (Although the program may hope that participants go even further in their growth and development and that similar changes will occur throughout the larger community, the program's longer-term outcomes are the most removed benefits that it can reasonably expect to influence.) Some researchers refer to these "lasting" effects as impact.

Note that outcomes are not intrinsically initial, intermediate, or long-term. An intermediate outcome for one program can be a longer-term outcome for another. Their designation is determined by the logical relationship among the sequence of effects for the particular program.

Stop Smoking Classes, Example of Levels of Outcomes

- **If** stop-smoking classes teach about health hazards and effective quitting techniques, **then -**

  Smokers acquire knowledge, change their attitude, and gain skills to stop smoking = Initial Outcome

- **If** smokers know smoking is harmful, want to quit and have skills to minimize withdrawal symptoms, **then -**

  They will quit smoking = Intermediate Outcome

- **If** they quit smoking, **then -**

  They will have fewer smoking-related illnesses = Longer-term Outcome

Why Use the Logic Model as a Tool in Evaluation?

- Helps in planning, evaluation, implementation, and communications.
- Helps to identify gaps in our program logic and clarifies assumptions so success may be more likely.
- Builds understanding and promotes consensus about what the program is and how it will work--builds buy-in and teamwork.
- Helps to clarify what is appropriate to evaluate, and when, so that evaluation resources are used wisely.
- Summarizes and simplifies complex problems to communicate with stakeholders, funders, audiences, as it breaks them down into logical components.
- Enables effective competition for resources. (Many funders request logic models in their grant requests.)
- Provides a graphic description of a program
- Shows the relationship of project inputs to activities, outputs and outcomes

Limitations of the Logic Model

- Logic models are not a cure-all. There are a number of pitfalls/limitations we need to consider. Remember a logic model is only a "model"--it is not reality.
- Logic Model is not reality; it represents reality
  - Programs are not linear
  - Programs are a dynamic interrelationships that rarely follow sequential order
- A Logic Model focuses on expected outcomes. We also need to pay attention to unintended or unexpected outcomes: positive, negative, or neutral.
- A Logic Model faces the challenge of causal attribution
  - A logic model depicts assumed causal connections, not direct cause-effect relationships. It does not "prove" that the program caused the effect. These are working assumptions, not "truth."
  - The program is likely to be just one of many factors influencing outcomes
  - Other factors that may be affecting observed outcomes must be considered.
- A Logic Model does not address ethical questions: "Are we doing the right thing?" "Should we be doing this program?"
- The Logic Model is a framework, a way of thinking, a process to help with planning, implementation, and evaluation.

Limitations of the Logic Model, Continued

Pitfalls:

- **People may get hung up on the language**

  People can be averse to the terms used--inputs-outputs-outcomes--and focus too much on the terminology. We find value in having a common language (and terms that have meaning across organizations and regions) even though it may take time for all to appreciate and understand the terminology.

- **People may work in columns and forget the connections**

  Understanding and distinguishing inputs, outputs, outcomes, and impacts is fundamental to logic modeling. Logic models are often lists of items within columns or "bins." To design, implement, and test a program's theory of action, however, it is necessary to depict all the linkages and relationships including those with the external environment. Herein lies the opportunity for improving program practice and generating new knowledge about what works and what doesn't under different circumstances.

- **People may confuse it for evaluation**

  Because the logic model has been and is being used extensively by evaluators, it has been erroneously called an "evaluation model." It may be thought of only when evaluation is undertaken. We find it equally useful for program planning and management.

- **People may complain that it is linear**

  The common graphical depiction of logic models as boxes and arrows on a two-dimensional surface leads to complaints of linearity and irrelevance. This aspect can be an obstacle for some individuals and groups, so effort is needed to create representations that are meaningful and culturally relevant.

- **People may struggle with the level of detail**

  The level of detail that is depicted in a logic model needs to conform to what it is to be used for and by whom. A logic model that is dense with words and lines may be difficult to understand. We want to strive for simplicity but don't want to oversimplify.

Logic models are only a framework, a way of thinking, a process to help with planning, implementing, and evaluating.

Precise Language and Things We Use

(Now we turn our discussion to Indicators)

Vague Comparisons

At a large family dinner where I was enjoying the food so much, I blurted out: ***"This is the best food in the entire world!"*** My then 9 or 10-year old looked at me with half smiling face and said: ***"So, mom, did you taste all the food in the world?"*** We all laughed. ***"Good catch,"*** I said. Because it was a good catch. We had started playing this game on long trips and it is fun and it makes us laugh.

Yet we learn how to speak and think precisely.

Precise Language and Things We Use, Continued

Think about things like…

- "I'll die if you don't let me***…"I didn't and you're still with us."***
- "You always pick on me ***…"I was just in the bathroom, I wasn't picking on you then?"***
- "All people are thieves…" That would be too easy. ***"Shut up thief,"*** we would say, ***"I'm not a thief."*** Yes you are. You just said it: "all people are thieves, you are people, so you are a thief."
- Why are these so funny? It is because if you really think about the actual words, they make no sense. Even if they did, they are too general; we can never prove them. One great example is: ***I have the most beautiful baby in the world.***
- Well, I can only prove that about MY children when they were babies. I can't speak about anyone else's ☺

Precise Language We Use, Continued

Vague Terms

Let's look at this statement used in a perfume advertisement— **think of a beautiful woman** — who is going to question the precision of the statement? Well, surely not the men!!!

"You will never EXPERIENCE anything better."

Let's take this company to the **Truth in Advertising Court.**

Are they in trouble?

They have to prove what all the readers and listeners to this commercial have described to them the best experience in their life.

It is possible that they can – they sent a survey and documented that (unlikely!)

Next, they have to prove that in the future, there will be no better experience.
Determining what the future experiences that each listener and reader will have is going to be difficult. More difficult is comparing that that with the extent of the experience they **will feel** when they smell this perfume.

The Judge has ruled:

Go to Jail for Lying to the Public

Precise Language and Things We Use, Continued

More Truth in Advertising Examples

A young handsome man dressed as a doctor with two beautiful women dressed up as nurses: **"We eat Better Blended Butter!! It's GOOD for you"**

Perfume: **You will NEVER experience anything better.**

Juice: **Your LIFE will be better if you BUY Duck Juice**

Precise Language and Things We Use, Continued

Look Out For these Words When Writing Precisely

- Use of comparison: **Better** with no “than comparative?” Better than what?

- Use of words like:
  - Anything
  - All
  - Everything
  - Always

  These are tricky because they are hard to prove. Somehow, somewhere, there is an exception.

Precise Language and Things We Use, Continued

Very Short Skit

It's a party! Music, dancing, people can barely hear each other— two evaluators, graduates of this workshop, join a group of guys in a circle.

One kid (20's) is talking about his new car—when the evaluators join the group, all they hear—
Young man: "My car is the best in the world!"

Evaluator 1: *He remembers this from the class—he's excited!! He remembers the question to ask---***"Really? Have you tried all the cars in the world? Ha! Ha!** *No one laughs except the other evaluator—but from the looks he gets he moves right along— Evaluator 2 hangs in there—he doesn't care—he's a graduated evaluator.*

Evaluator 2: "Tell me, car lover!" *Trying to get back at him for being nasty to his evaluator friend…* **What indicators did you consider to reach that finding? Was it price, longevity, resale value, engine power, gas mileage?**

He looks up to find himself alone, and talking to himself

He blames this *Evaluation Workshop* and *Dr. Alldredge* for ruining his life. He heads home while planning the very stern letter he will write to Tamkeen tonight.

Why do we need Indicators?

- **Purpose**

  Help us know that an outcome has been achieved

- **Definition**

  It represents the presence or achievement of an outcome by providing:

  - The ***specific, observable, measurable characteristic*** of the outcome or entity
  - The ***specific statistic or measure*** (n or %) that reflects *the level or change of achievement* of the outcome or entity

More on Indicators

<u>Fairly Easy</u> to observe and measure:

- High school graduates living in the city of Boston
  - The number of those who graduated from their HS, and are residents of Boston
- 18 year-old Westlake High School students with part-time jobs
  - The numbers of all 18-year old Westlake students who have part-time jobs.

Some outcomes are <u>Not Concrete Enough</u> for direct measurement:

- What's a healthy birth?
  - Birth with Weight > 5.5lbs
  - Birth with no observable physical abnormalities

- ***We could STOP here —up to the researcher—***
  - … Physical exam is normal *or here*
  - … Responds to light stimulus *or jump to here*
  - … Responds to sound *or here*
  - … Good grasp *or consider this with the 2 above*

- ***There is no conclusive list that defines a healthy baby---it can go on and on: the researcher selects a few that define a healthy birth…then CLARIFY this definition in the study.***

Indicators, Continued

Large Group Activity:

- **What's a successful diet?**
  - What do you think of the list of Indicators below?
  - Do they fit the concept of "a successful diet?"
  - Are they measurable and observable?

- **So, if this were your research project…**
  - Which would you take out?
  - What would you add?

- **Remember**

  Easily Observable! **Easily** Measurable!!

  ➔ Makes you Live and Work **Easily!**

- **A Successful Diet for a 30-year-old female is one where (are these good indicators?):**
  - She loses weight
  - She keeps the weight off
  - She remains healthy
  - She changes her eating habits
  - She continues to eats all types of foods
  - She maintains her earlier energy level

Some Tips About Indicators

- Indicators are qualitative or quantitative criteria, but they must be specific and related to the outcome they describe
  - Number graduating from high school = quantitative
  - Delivering healthy babies = qualitative and quantitative (weighs more than 5.5 pounds and is free of visible handicaps)
- An indicator does not have to exhaust all aspects of a concept. Provide 2 or 3 reasonable criteria, and document. (Remember the slide about healthy birth)

Therefore the same concept may have different indicators in different studies.

Some Tips About Indicators, Examples (1)

- Non-smoker is defined in one study as a person who has never smoked in his/her entire life.
- Non-smoker is defined in another study as a person who has not smoked in the last 5 years, or more. Includes those who never smoked in their entire life.
- Non-smoker is defined in yet another study as a person who has not smoked in the year prior to this survey. No information regarding smoking activity is asked or provided regarding other times.

Some Tips About Indicators, Examples (2)

- If a statement is observable, it does not necessarily mean it is an indicator. ***"All participants were short, stubby, and really cute."***
- Stay away from adjectives and superlatives: Great, excellent, adequate, and acceptable.
- Stay away from common terms that can be interpreted 20 ways by 20 people: national interests, community benefits, the welfare of children, morality, faith, love, etc.

  Even though at heart we all want these for our community, if we want to evaluate the program, we need words that we can measure (in one lifetime or two ☺)
- Stay away from numerical targets until you know for a fact that you can deliver. *Students will double their scores? OR "We will demonstrate a 50 percent increase in the production of milk." That's a whole lot of milk if you are not sure you can deliver.*

Test Your Knowledge

Is there a good fit between the word and how it is defined? Are these indicators related to the entities or outcomes they describe? (Get more examples from the large group)

- **Palestinian:** A person born in Palestine.
- **Professional:** A person who sits behind a desk.
- **Intelligent kid:** A student with high grades.
- **Terrorists:** People from Arab & Muslim countries.
- **Poor in the US:** Inner city residents
- **Minorities:** African Americans and Hispanics

Bad News for An Indicator

The indicator needs work when:

- Two could interpret the meaning of a term differently. ***A good life…***
- It leaves any question unanswered. ***This country is better…***
- A statement cannot be supported. ***All students learned everything***

Your LIFE will be Better when you BUY Duck Juice.

Think of the three statements above:

- What is meant here by life?
- Which parts of "life" are we talking about? Social? Mental health? Wealth?
- My life will become better than others who didn't buy it? Or will it be better than my life before I bought it?
- All this will happen if I buy it…what will happen if I actually drink it?
- How long do I need to drink it for the change in my "life" to take place? A day, a week, a year, forever?

Better implies change

- How will we know that change happened? What is considered "change?"
- How much change will need to occur to establish a significant effect? For example,
  - Would an additional $5/year to my $50,000 salary--which happens right after I buy Duck juice--qualify as *"life being better?"*
  - How about if I enjoy the hamburger I ate at lunch and I had Duck Juice with breakfast, is that how we will show that "*life becomes better?"*
  - No, then what would?

Preparing for Evaluation

Planning and implementing a system for measuring program outcomes is a challenging assignment.

- Many do not take planning for an evaluation seriously
- Many do not want to plan for evaluation at the beginning of the project
- Many believe that it is easy to conduct an evaluation, all you need is give the funders some numbers to make them happy
- Planning takes time and program/project staff does not have time. Staff want to provide services; that is what they are trained to do.
- Many programs hire outside consultants to help with both the planning and implementation of the evaluation.

Preparing for Evaluation, Continued

- Here are some things to consider when planning an evaluation
  - What are the questions we need to ask?
  - What outcomes do we measure? (review agency materials, talk with program staff, meet key board members or relevant committees, talk with current and past participants, etc.)
  - Get feedback on the outcomes targeted for the evaluation.
  - What is the timeline for completing the evaluation?
  - What method of gathering data do we use?
  - What sources of data should we target?
  - Who do we include in my sources of data?
  - Do we conduct a survey? How about a focus group?
  - Do we conduct face-to-face interviews?
  - What kind of analysis do we need to conduct once we have the data?
  - What kind of report do we write?
  - What are we going to do with this information?
  - Where are we going to disseminate this information?
  - Should we be thinking about additional future funding?

Report Preparation
Basic Sections in Technical Reports

- **Executive Summary (this is like a mini report):**
  A short statement as to why this project was funded (statement of the problem); Research questions; Study methodology; Highlights of findings; Summary
- **Table of Contents**
- **List of Figures**
- **List of Tables**
- **List of Acronyms or Abbreviations**
- **Glossary of terms (if applicable)**
- **Introduction**:
  Background of the project; Sponsorship; What is in this report
- **Study Methodology:**
  Study design; Research questions/goals; Methods of gathering data; Limitations
- **Findings**:
  Inputs (What did we use? How much did we spend? Who did we use?; Activities (What did we do?); Outputs (How many "units" did we deliver? To whom did we deliver them? What are the characteristics of our target group?; Outcomes (What die we achieve for our target group? What does it all mean?)
- **Conclusions and Recommendations**
- **Bibliography**
- **Appendices**:
  Data Collection Instruments; Names of people interviewed; Focus Group Discussion Guide; Consent Form

Group Activity: Reporting Findings

- **Here are some examples of Findings in an Evaluation Report. Which would you NOT use if you were writing this report? Which ones will you be able to support?**

- Students and teachers alike said they learned a lot.
- Everyone was grateful and thanked Tamkeen for their generous award which will change the future of education in this country.
- More than half the students (58 percent) in South Elementary fifth grade class were promoted to the sixth grade with a C average. This was 15 points higher than the proportion who passed last year with this average (43 percent).
- When asked, the teachers of students who attended these sessions reported that they had a better understanding of mathematics skills.
- One month following the end of the program, teachers reported that students who went through the sessions generally received better grades on their homework, and were more likely to participate in classroom activity, and 23 out of the 117 participants have raised their current average from a "C" to a "B."
- All students attended all the sessions, and all teachers attended all the sessions. They all said the program was excellent and would like to attend more classes like that.

Dissemination Strategies

- Formal written evaluation reports (various lengths and complexities)
- Workshops with counterparts and/or staff (action plan as the output)
- Information pamphlet/brochure with evaluation highlights
- Case studies
- Specific reports on lessons learned
- Video or slide presentations
- Meetings with donors and other partners
- Community meetings
- Formal presentations of information in graphs and charts
- One on one discussions with stakeholders and what are the next steps
- Posting on the website of the donor and or the agency in Acrobat (pdf) format available to all for downloading

Do We Always Need to Measure Everything?

Dr. Jackie Lyons, Project Director, places a call to Ms. Georgina Smith, who manages the Vocational & Employment Center in Rockville, Maryland

Dr. L: Good afternoon Georgina. How are you?

Ms. S: I'm fine, Jackie, how are you?

Dr. L: Well, I'm afraid it is report time. But we heard such great things about your vocational center. So no worries, right? So, there are a lot of people benefiting from your work, right? You and your staff help people find the right career, training, and jobs, right?

Ms. S: Yes Ma'am—absolutely.

Dr. L: So, so how many this year?

Ms. S: How many what?

Dr. L: How many did the Center place? How many found jobs?

Ms. S: A lot… quite a lot.

Dr. L: Come On Georgina, I'm not playing with you—just give me the numbers for my report and you can have an extra day for your report.

Ms. S: Number? Report? I am telling you the center was great…it employed a lot of people. This is my report…and I have no numbers.

Dr. L: How many people used the center? What field of study? Age? Gender?

Ms. S: Uh! about 10-20 a day; we did not ask about the others

Dr. L: Fine, about the numbers, were they the same every day?

Ms. S: No, some days were very busy, other days hardly anyone showed up

Dr. L: Which were the busiest days? Mondays, Thursdays, weekends?

Ms. S: You're kidding, right? I don't remember.

Dr. L: It's OK, you can look that up for me from the sign-in sheets.

Ms. S: Sign-in sheets? Ah, well, I started to have people sign up but then it was silly. I knew everything, I saw everyone, I concluded the truth. You take it from me. You can take my word for it. You can ask anyone on the street. This Center is very important to this community. It should stay open. Without it, it will be very bad for everyone.

Dr. L: Sure, Ms. Smith. Of course! I'll put that in my report.

Tamkeen Impact Assessment
Post Workshop Questionnaire and Sessions Evaluation Form

I want to thank you for participating in this workshop. Now it's time to **E-V-A-L-U-A-T-E**. I need to know whether I accomplished my goals here and your answers and comments will answer that question. As we mentioned, no survey captures all data, so let's collect some qualitative data here. I ask you to add your own responses to questions—and answer the open-ended questions with great detail.

Some of the questions will look familiar to you.. So, why are we asking them again? We covered this experimental design Pre-Post test design in the workshop. Comparing the group's responses will show us whether any change occurred here.

Please do not leave your name unless you want to leave me a message.

Dr. Elham-Eid Alldredge, Ph.D.

A. To what extent did this workshop meet your most important expectations?

1. To a great extent
2. Somewhat
3. Not at all
4. No opinion

If yes (1 or 2), please circle items in the list below. Add other expectations not mentioned below. MARK ALL THAT APPLY
This workshop met the following important expectations:

1. Understand evaluation reports when I read them
2. Start a business to conduct evaluations
3. Design evaluation plans for others
4. Develop goals for my program that are measurable
5. Write concisely as a professional
6. Evaluate projects to measure impact
7. Evaluate projects to improve on new ones
8. Learn statistical methods
9. Learn Evaluation theory and design
10. Learn to develop and use Evaluation tools
11. Learn Monitoring techniques
12. Learn Questionnaire design
13. Other expectations met were:

_____
_____

B. What teaching methods, used in this workshop, were quite effective, in helping you to understand the material? Add other methods not mentioned below.

MARK ALL THAT APPLY

The teaching methods that were quite effective in helping me absorb the material were:

1. Structured lecture
2. Independent individual work
3. Independent small group exercises
4. Controlled large group exercises
5. Interaction among the participants
6. Interaction among the participants and the trainer
7. Asking and answering questions
8. Other methods used:

_____

_____

C. Are you happy you applied to this workshop?

1. Yes
2. No
3. Still not sure

D. When do you think you will be applying the knowledge you have gained here?

1. Right away
2. In 3-6 months
3. In 6-12 months
4. Don't know

E. If you did NOT answer *"Right Away"* to the prior Question, do you think you will be able to remember, or retain, the skills what you will have learned?

_____

_____

F. To what extent was the material you learned here applicable to the Tamkeen project you will be evaluating (or another project in which you are involved)?

1. To a great extent
2. Somewhat
3. Not at all
4. No opinion

G. Do you believe you have the resources to carry out an evaluation of the Tamkeen project (or another project in which you are involved) using methods and skills you learned during this workshop?

1. Yes _____
2. No _____

If no, what resources do you have?

_____
_____
_____

Be very specific when you answer this question→ What resources would you need to be able to implement an evaluation where you apply skills and methods you learned here?

_____
_____
_____

H. Now that you studied the Logic Model will you use it for

1. Planning Yes_____ No_____
2. Management Yes_____ No_____
3. Evaluation Yes_____ No_____

I. After this session, in your opinion, what is the most difficult thing(s) to do in evaluation?

_____
_____
_____
_____
_____

SECTION II: To what degree to you agree or disagree with the following statements? (This is about your opinion…It's OK if you don't agree with Evaluation---This is what we want to know about--- So, please be honest; you won't hurt my feelings. ALSO, no individual responses will be identified; only cumulative responses will be reported.

J. Evaluation is basically a waste of time, but it is a requirement, so we have to do it.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. No opinion

K. The lessons we learn from evaluation are intuitive; we all know them already.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. No opinion

L. Reports about data gathered from evaluations usually sit on somebody's shelf; rarely are they used to benefit another project.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. No opinion

M. Funds applied to evaluation wastes resources that can be used for providing services

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. No opinion

N. We have a number of local evaluators who can conduct such workshops. USAID should hire them instead of spending their money bringing US trainers to train us.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. No opinion

O. Evaluation should be conducted not simply to prove that a project worked, but also to improve the way it works

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. No opinion

P. My knowledge today of evaluation research is:

1. Poor
2. Average
3. Good
4. Excellent
5. Not sure/Don't know

Q. What other benefits have you gained from this workshop? (Open-ended)

_____

_____

_____

R. Overall, how satisfied are you with having attended this workshop?

1. Very Satisfied (To a great extent)
2. Satisfied (Somewhat)
3. Not Satisfied (Not at all)
4. No opinion

Workshop Summary Report

1. Introduction

a. Background

The Civil Society and Democracy Strengthening project (Tamkeen) is a five-year project dedicated to increasing the participation of Palestinian Civil Society Organizations (CSO's) in public discourse. This focus is drawn directly from USAID's Strategic Objective 3, "more responsive and accountable governance," and Intermediate Result (IR) 3.1, "increased participation of CSOs in public discourse." IR 3.1 has three sub-IRs: IR 3.1.1, "increased capacity of CSOs to participate in public discourse," IR 3.1.2, "CSOs effectively aggregate and articulate citizen issues," and IR 3.1.3, "CSO's effectively disseminate information to citizens on public issues."

Since its inception in September 2000 to the end of December 2004, Tamkeen has awarded approximately $15 million in grants to more than 80 Palestinian CSO's in the West Bank and Gaza Strip. In 2003, Tamkeen began its comprehensive effort of quantitative and qualitative performance monitoring of its grants program. The quantitative effort is encapsulated in the USAID-approved Performance Monitoring Plan (PMP), which provides an analysis of data collected on all closed grants. The qualitative effort included two broad examinations of the grants program, conducted by expatriate research specialists: 1) the impact of grants combining service delivery with D&G activities, and 2) the impact of grants in the disability sector. In addition, there were three impact assessments on series of grants issued to three particular CSO's. The impact assessments for the grants to individual CSO's were conducted with locally hired, Palestinian consultants, who worked with Tamkeen staff to draft the methodology, conduct the assessment, and write the final reports.

In trying to complete the three, grantee-level impact assessments, Tamkeen had a difficult time recruiting consultants with sufficient knowledge of impact assessment methods, including the drafting of the methodology, defining impact targets and indicators, assessing and quantifying impacts, identifying policy lessons, and the reporting and dissemination of findings. An extensive recruitment effort revealed that there are a few Palestinian research experts working in the West Bank and Gaza who have sufficient skills to conduct evaluation studies and prepare reports of a quality acceptable by international standards.

In their continued effort to build local capacity, Tamkeen engaged a Palestinian American consultant to prepare material and present a 2-3 day workshop on impact assessment. This workshop was presented to 18 local professionals, March 21-23, 2005. The workshop was held in Ramallah, West Bank. Thirteen trainees traveled from different West Bank locations to Ramallah, however, and due to the political situation, 5 trainees from Gaza were not able to physically attend the workshop. They participated via a video conferencing device. This was not an optimal situation and those trainees missed some sessions due to the bad connection between the two sites. This had an

impact on the workshop and on the benefits to the trainees. More detail is provided in subsequent sections.

2. Process

Two major steps had to be taken before the workshop could be delivered. The first was selecting the participants, and the second was preparing the training materials for the workshop.

a. Workshop Participant Selection

The Tamkeen staff sent out an invitation to their partners asking them to identify potential participants for the workshop. Exhibit 1 presents a copy of the invitation letter. Partners were asked to identify professionals who have degrees in social science or a related subject, and some experience in conducting evaluations. Potential applicants were asked to submit a curriculum vitae and a writing sample in English.

Tamkeen received 28 applications, and with input from the consultant, selected 20 for participating in the workshop. Prior to the workshop, two participants withdrew and the final number of participants was 18, 13 from the West Bank and 5 from Gaza.

b. Workshop Material Development

The consultant worked with Tamkeen staff in the development of appropriate material for the workshop. Initially, a draft outline was developed that covered a wide range of topics related to assessment. Once the outline was approved, the consultant initiated the material development activity. After some discussion, rather than using one manual or course to conduct the workshop, we settled on developing material using various sources. The major sources we used were:

- CARE International, DM&E Workshop Series, Volume 1: Handout Manual, 1997
- United Way, Measuring Program Outcomes: A Practical Approach, 1996
- WWW.uwex.edu/ces/lmcourse

3. Workshop Content

The first step in preparing for the workshop was to develop an outline and a schedule for the workshop. Due to the fact that the pool of participants indicated a wide range in training and experience, the outline attempted to cover a range of topics to cover elements of evaluation that would be needed for someone with little experience, as well as prove to be useful for those who were highly experienced. The final workshop schedule is included as Exhibit 2.

The schedule was planned so that the first day was dedicated to presenting basic concepts essential in preparing for an evaluation study. These were:

- The benefits of evaluation for the research community, for meeting contractual obligations, and for management purposes;
- Types of evaluations and the differences between formative, summative, process, outcome, and impact evaluations;
- Monitoring data, the reason for collecting them and how they relate to evaluation;
- Research designs that need to be understood by evaluators including: choices of groups involved in the project (experimental group only, or experimental group with a control group), and the timing of measurement (whether measurement takes place before and after the intervention- pre-post, or if the measurement takes place only after the intervention -post alone, or whether several measurements take place at various points in time- a time series);
- Advantages of using quantitative data, and what are the most common sources of these data;
- Surveys and what benefits they bring to evaluations;
- Advantages of using qualitative data, and what are the most common sources of these data;
- The differences between quantitative and qualitative data;
- Methods of qualitative data collection such as in-depth interviews, focus groups, observations, group interviews, and document reviews;
- Methods of qualitative data analysis such as text coding, coding of open-ended data by creating specific categories, and content analysis.

It is important to note that although the focus of day 1 was on presenting materials, a lot of discussion ensued; participants had a lot of questions especially about research design and quantitative analysis. In addition, there was a lot of sharing of personal experiences regarding research design and data collection.

Day 2 focused on two major topics: 1) a detailed presentation of the Logic Model framework, it elements, and how it is used in evaluation; and 2) indicators and how to develop them. The topics for Day 2 were:

- Elements of the Logic Model: inputs, activities, outputs, and outcomes.
- A definition of the "situation" of the program
- A definition of external factors (or environment) that the evaluator (or even the program) has no control over and cannot usually manipulate including, cultural milieu, economic structure, housing patterns, demographic patterns, political environment, background and experiences of the program participants, and changing policies and priorities.
- Levels of outcomes: initial outcomes, intermediate outcomes, and longer-term outcomes. Some researchers refer to longer-term outcomes as impact. A very lively discussion took place around these concepts. Impact is usually hard to measure since programs and projects do not have resources to follow up beneficiaries or to measure the impact of their

program on the society/community at large. Examples of levels of outcomes were presented and discussed.
- The benefits of using the logic model in evaluation
- The limitations and pitfalls of using the logic model in evaluation
- Indicators, their benefit, how to write them accurately, why we need them, what are some bad indicators, and some exercises on bad indicators.

Day 2 included a number of exercises, both large group and small group. A couple of large group exercises were given to the group and everyone had an opportunity to participate. Small group exercise involved four smaller groups working on an exercise utilizing the logic model. Each group nominated a member of their group to report on their logic model after they were done. The other group members provided feedback and asked questions.

Due to some political events in the area, as well as the safety needs of some trainees, the schedule for Day 3 had to be altered. Borders between the West Bank and Gaza were closed, and there were rumors that some checkpoints between West Bank areas were also closed. Trainees were getting a bit nervous about the situation so switching some sessions seemed to be a good solution.

The final exercise was given early in the morning so that those who needed to leave before the end of the workshop could. The final exercise was an individual activity so that the consultant and Tamkeen staff can have something tangible to use for evaluating the trainees and selecting 5-6 finalists. This would be used along with the original application, writing sample, and observations by the staff during the workshop. Participants could not complete some sections of this final exercise, as the trainer had not yet discussed these sections. Once that was completed, the trainer continued with presenting the final slides. These were:

- Preparing for evaluation and the importance of taking this phase seriously to ensure a quality evaluation study
- Basic sections to include in a technical report. A group activity on "reporting findings" presented a list of findings and the group was asked to indicate which would be good to include in a final report and which would not.
- Dissemination strategies of report findings including, final written reports, presentations to stakeholders and funders, community meetings, video and slide presentations, posting findings on the web, and so on.
- A final slide entitled: "Do we always need to measure everything?"

Day 3 ended with an involved discussion of what are some issues and limitations to conducting evaluation research in general and especially in this country. The participants shared their experiences and shed more light on these issues. This exchange was beneficial as it provided the participants with good practices to follow and bad ones to avoid based on experience.

The slides used for the workshop are presented as Annex I.

4. Next Steps

Tamkeen staff ended the workshop by reiterating that the next step would be for Tamkeen to select a smaller group of these participants, between 5 and 6. Tamkeen would provide additional training to this small group so that they can be hired to conduct final assessments for 5-6 Tamkeen grantees. These would be considered trained external evaluators.

5. Findings and Recommendations

In the subsequent sections, we present the findings from the workshop. These findings are mostly based on responses to two instruments, pre- and post-workshop questionnaires. We report the actual number of trainees in the tables (n's) rather than percentages, because the total number of the trainees was too small to warrant calculating these percentages. In addition, it is important to note that for a large number of the questions, respondents were asked to "mark all that apply." As a result, the total number of "responses" far exceeds the number of "respondents."

5.1 Findings

A pre-workshop questionnaire was distributed to the trainees at the beginning of the workshop. The main purpose was to gain more information about the trainees, their knowledge of evaluation, and their expectations of the workshop, as well as their attitudes about evaluation. We also distributed a post-workshop questionnaire after the final session. Sections of the post questionnaire were similar to ones in the pre-questionnaire. The post questionnaire also had a separate section for evaluating each session of the training. In the following sections, we describe the responses of the trainees to these questionnaires, and where appropriate, compare between the pre and the post findings. Please see Exhibits 3 and 4 for copies of the instruments.

We received 12 instruments from the West Bank (WB) trainees and 4 from the Gaza trainees. We obtained the Gaza instruments via facsimile almost a month after the completion of the workshop due to the political situation there. Some of the pages were missing from the facsimile and some were smudged. In addition, due to the bad video conferencing communications between the two regions, the trainees in Gaza completely missed some of the sessions and had some trouble understanding the material when the communication was functioning. They lost the continuity of the training. This is reflected in their responses and comments to the trainer and to the Tamkeen staff.

The pre-questionnaire first asked the trainees what they expected to be able to do with the skills they learned from the workshop. We provided a list of items and asked them to rank the importance and relevance of skills they will learn in helping them carry out these items. The rankings ranged from most important (rank of 1) to least important (rank of

3). Most of the items received one or two rankings from the trainees, while three items received the most rankings as follows:

- The trainees gave the highest and the second highest ranking to the item: "evaluate projects to measure outcome." Eight trainees gave it a "1" for most important and 6 gave it a "2" for second most important.
- The item "design evaluation plans for others" received a ranking of 1 from 4 trainees and a ranking of 2 from 2 trainees.
- The item "evaluate projects to improve on new ones" was ranked 1 by 3 trainees and 2 by 3 trainees.

Then the trainees were asked what they expected to learn from the workshop. The overwhelming majority (14 trainees) mentioned "evaluation tools," and 12 equally mentioned "evaluation theory and design," and "monitoring techniques."

The post questionnaire combined in one question the items listed above from 2 questions in the pre-questionnaire. Trainees were asked to select items that reflected that their expectations were met by the workshop.[1] The findings below indicate what expectations were met by this workshop:

- "Learn to develop and use evaluation tools" was indicated by 12 trainees
- "Design evaluation plans for others" was indicated by 10 trainees
- "Evaluate projects to measure impact" was marked by 9 trainees
- "Evaluate projects to improve on new ones" was marked by 8 trainees
- "Understand evaluation reports when I read them" was indicated by 7 trainees.

The next item that was matched in both the pre- and post-questionnaire dealt with teaching methods. In the pre-questionnaire, the question dealt with what teaching methods trainees expected would be used in the workshop, while the post questionnaire asked which methods were effective in helping the trainees understand the material. The trainees responded in fairly similar manner. See Table below.

[1] The post-workshop questionnaire asked the trainees to indicate the important expectations that were met by the workshop. They marked all the items that applied to them without ranking them like they did in the pre-workshop questionnaire. Moreover, the post-workshop questionnaire combined in one question the items from questions 1 and 2 of the pre-workshop questionnaire.

Table 1
Anticipated Teaching Methods and Their Effectiveness

Teaching Method	Pre-Workshop Expected Method of Teaching n=	Post-Workshop Effective Method of Teaching n=
Structured Lectures	2	4
Independent Individual Work	2	9
Independent Small Group Exercises	6	11
Controlled Large Group Exercises	3	1
Interaction Among the Participants	8	7
Interaction between the Participants and the Trainer	10	8
Opportunity to Ask Questions	6	5

The table indicates that the majority (11 trainees) found the independent small group exercises to be effective, although in the pre-questionnaire only 6 had expected that this method would be used in the training. In addition, 9 trainees found independent individual work to be effective although only one had expected that method in the pre-questionnaire. Interaction between the participants and the trainer was found to be effective by over half of the trainees (8). Interaction among the participants was found to be useful by 7 of the trainees as opposed to 8 of them who mentioned it as an expectation in the pre-questionnaire. Similarly, the opportunity to ask questions was found to be effective in the workshop by 5 trainees, as opposed to 6 who had mentioned it in the pre-questionnaire.

Then trainees were asked if they were familiar with the Logic Model. This is a tool often used by evaluators and program managers. The majority had not heard of this tool, while 5 of them had. Four of those who were knowledgeable of the tool had used it for planning, management, and evaluation. Although not experienced in the Logic Model, the trainees have conducted program evaluations in the past. Two trainees said they had conducted "many" evaluations, two of them had conducted anywhere from 8-10 evaluations, six had conducted 3-5 evaluations, two had done one or two, and one had served as a member of an evaluation team.

In an attempt to get at some opinions about evaluation, we provided the trainees with a list of attitudes and asked them to respond by indicating their agreement. The following table is a representation of attitudes from the pre-questionnaire[2]:

[2] Please note that all trainees did not complete this question.

Table 2
Pre-Workshop Attitudes towards Evaluation

Item	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
1. Evaluation is basically a waste of time, but it is a requirement, so we have to do it.		1	3	12
2. The lessons we learn from evaluation are intuitive; we know them already		1	9	6
3. Reports about data gathered from evaluations usually sit on somebody's shelf; rarely are they used to benefit another project	4	8	4	
4. Funds applied to evaluation wastes resources that can be used for providing services		1	9	5
5. We have a number of local evaluators who can conduct such workshops. USAID should hire them instead of spending their money brining US trainers to train us.	3	2	5	3
6. Evaluation should be conducted not simply to prove that a project worked, but also to improve the way it works.	11	5		

We included the same attitude scales in the post workshop questionnaires. The responses to those are presented in the table below. Again, the reader should note that not all the trainees responded to all the scales.

Post Workshop Attitudes towards Evaluation

Item	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
1. Evaluation is basically a waste of time, but it is a requirement, so we have to do it.	1		3	11
2. The lessons we learn from evaluation are intuitive; we know them already		2	10	4
3. Reports about data gathered from evaluations usually sit on somebody's shelf; rarely are they used to benefit another project		7	6	

4. Funds applied to evaluation wastes resources that can be used for providing services		1	8	7
5. We have a number of local evaluators who can conduct such workshops. USAID should hire them instead of spending their money brining US trainers to train us.	4	5	3	2
6. Evaluation should be conducted not simply to prove that a project worked, but also to improve the way it works.	13	3		

It is apparent that the attitudes of the trainees were basically consistent between the pre- and post-workshop questionnaires. It is good to note that the trainees still believed that evaluation is not a waste of time; that lessons learned from evaluation are not intuitive, that evaluation reports are useful, that evaluation funds are not wasteful, that there are local evaluators equipped to conduct workshops, and that evaluation is a way to improve projects not just to prove that they work.

Both pre- and post-questionnaires then asked the trainees to rate their knowledge of evaluation. In the pre-questionnaires, 11 trainees said that their knowledge is good, three rated their knowledge as average, and 2 rated it as poor. In the post questionnaire, 10 said their knowledge was good, four said it was excellent (with one trainee qualifying it by saying his knowledge was very good), and two said their knowledge was average. Clearly the trainees benefited from the workshop since none rated their knowledge as poor after the workshop, and 4 learned enough to rate their knowledge as excellent. None had rated their evaluation knowledge as excellent in the pre-questionnaire.

The last item in the pre-workshop questionnaire asked what other benefits they expected to gain from the workshop. We received very few comments. Examples of these are: "How to start a center for evaluation in Gaza," and "how to link with others in the field." We asked a similar question in the post questionnaire and we received a large number of comments. The following are examples:

- "How to connect between planning and evaluation"
- "Building relationships with others"
- "More realistic view of evaluation"
- "Learning from the experiences of others; good to know how others think"
- "Writing indicators"
- "Meeting people from other organizations"
- "Knowing more about different evaluation styles"
- "Although the communication with Gaza was very bad, I still feel the training was very good"

The post questionnaire included a separate section for evaluating the workshop sessions. See Table 3 below. Each session was listed with a four-point scale: 1- very useful, 2=

useful, 3= somewhat useful, and 4= not useful at all. Each item had a place below it where the trainees can make open-ended comments. Please see questionnaire.

Table 3
Workshop Session Evaluations By Trainees

Workshop Session	1 Very Useful	2 Useful	3 Somewhat Useful	4 Not Useful at All
Overview of Evaluation (Why Evaluate)	2	6	6[3]	
Types of Evaluations and Examples of Type of Evaluations	3	6	1	
Monitoring	2	5	3	
General Research Design	2	8	4	
Types of Data and Data Collection: Quantitative and Qualitative	5	8	2	1
Logic Model and Small Group Activity	6	5	3	2
Indicators and Large Group Activity	4	4	3	1
Preparing for Evaluation	2	9	2	1
Preparing Reports	2	6	5	2
Dissemination Strategies	2	5	5	2
Final Exercise	11	1	1	2

The overwhelming majority of responses to these questions indicate that the trainees found the workshop to be either very useful or useful. Except for the first session, a much smaller number indicated that the sessions were "somewhat useful." A minority of trainees evaluated the sessions as not useful at all, with some qualifying them as being not useful to them since they were already knowledgeable of these sessions.

We also asked the trainees to provide an assessment of the materials and of the workshop as a whole. Over half of them provided a high ranking of both items. A number of the respondents who provided a "somewhat" rating, qualified their response by saying such things as: "more tools are needed," "more information needed," "more discussion on data collection methods," "improve communication with Gaza," "more time for feedback," and "more exercises." It is evident that there is a need for additional training, coverage of more topics, and more materials.

5.2 Recommendations

The major recommendation for future workshops is that if the Gaza participants are not able to physically attend, that the workshop be delivered to them at a later date. Having them attend via video conferencing was not optimal. First, the interaction with the trainer was not possible as it was difficult to understand the questions and the answers. Second, they did not have a group leader to "observe" their group activities; they were

[3] Two of the respondents said that their evaluation was based on the bad communications with Gaza

left on their own. Third, their responses to the post questionnaire and evaluation form were included with the responses of the other trainees but that biased the findings. The Gaza trainees qualified their responses in several places, but nevertheless the lead trainer felt that their responses should be included with the responses of the WB trainees. For example, they evaluated some of the workshop sessions as "not very useful" with a qualification of "we did not find it very useful because we could not hear the training." Moreover, they totally missed a number of sessions.

The purpose of the workshop was to select a small group of trainees for further training so they can be hired by Tamkeen to conduct upcoming evaluations for Tamkeen grantees. To accomplish that, the trainer engaged one Tamkeen senior staff and the 4 Tamkeen C?? specialists (CS) to monitor the activities of the small groups. They were also asked to help observe the trainees so their observation could be used in the selection of the smaller group of evaluators. Two of the CS's were not able to attend the whole workshop, and so they did not participate in the final selection of the evaluators. We recommend that more instructions be given the CS's prior to the workshop and a commitment to attend be obtained so everyone from Tamkeen participates as a team.

The workshop was designed to be a mixture of lecture, large and small group exercises, and individual exercises. The decision to do so was based on the review of applications and writing samples submitted by the potential trainees. It was apparent that the applicants greatly varied in their experiences. Some had had years of experience, while some hardly had any. Although some of the responses from the trainees were conflicting, we feel that for future workshops, more small group exercises should be included

The focus of the workshop was on qualitative methodologies and a large portion of the material aimed at expounding on those. However, it was apparent from the discussions on Day 1 that the participants wanted more instruction on quantitative methodologies and statistical analysis of data. Although quantitative methodologies were presented, statistical data analysis was not on the schedule at all. The trainer provided copies of material to the trainees to help them study that topic on their own. They also wanted the trainer to spend more time on research designs, which were presented but not thoroughly discussed. Evaluators should understand research designs so they can plan their evaluations around that. This is interesting considering that only 5 trainees indicated on the pre-workshop questionnaire that they expected to learn more about statistical methods in this workshop. Our recommendation is for the trainees to obtain more training in quantitative methodologies and data analysis on their own. We do not expect Tamkeen to provide additional training on these topics.

Another finding that was arrived at after the review of the written exercise is the need for a separate training on writing and preparing final reports. This need was expressed during the workshop as well. The trainer had already reached this conclusion from reviewing writing samples submitted by the trainees during the selection process.

The trainees also had a very limited knowledge of focus group methodology and expressed their desire to be trained more in that topic. There was a lot of confusion on

the differences between focus groups, discussion groups, and group interviews. Because of time limits, the trainer provided some literature on those topics. This confusion is rampant in the field as a whole. "Focus groups" as a methodology is used to define a wide variety of groups. In reality, it is a very specific methodology requiring a trained moderator, a special recruitment of participants, and a special facility equipped with a one-way mirror. Although the mirror could be worked around, the other methodology should be followed strictly for a group to qualify as a focus group. There was interest among the trainees to be certified as focus group moderators.

From the workshop evaluations, trainees felt that there were not enough large and small group exercises. The reason the workshop was designed to be a mixture of lecture and exercises was due to the wide range of experiences of the trainees. Although this is tied to the local availability of professionals and the applicants, it would be very useful to have a short questionnaire given to the applicants allowing them to express their needs and a "test" of their knowledge, prior to developing materials. The trainer did prepare a pre-workshop questionnaire, but it was administered right before the start of the workshop. This did not give the trainer a chance to make any changes at that time.

Overall, of the trainees who completed all the items of the questionnaire, the overwhelming majority of them were happy they applied to this workshop, were satisfied they had attended the workshop, and had their expectations met to a large degree.